

# Technical Assistance



- If at any time during a webinar, you experience technical difficulty, please email or call Gayle Allen.
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  - > 406-444-3511
  - > Please expect a short pause after Gayle answers the phone.



# Special Guest



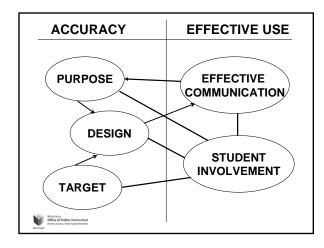
- Rich Stiggins
- Founder of the Assessment Training Institute (ATI)
- Classroom assessment
  - > Support of day-to-day learning
- Learning communities
- Student success



Making the case for STUDENT-INVOLVED FORMATIVE CLASSROOM ASSESSMENT or,

# ASSESSMENT for LEARNING





EFFECTIVE USE

# Balanced Assessment Systems meet the info needs of <u>all</u> users:

- In the classroom,
- With interim/benchmark assessments, and
- With annual testing



# **Balanced Assessment Systems**

#### **SUPPORT LEARNING**

#### Assessments FOR Learning

– How can we use the assessment process & results to help students learn more?

#### **CERTIFY LEARNING**

#### Assessments OF Learning

– How much have students learned as of a particular point in time?



#### **Classroom Level**

#### **Support Learning**

- Continuous
- For practice
- Informs student & teacher
- Progress toward each relevant standard

### **Certify Learning**

- Periodic
- For accountability
- Informs teacher
- Extent of mastery of standards
- To assign report card grades or report standards mastered



### Interim/Benchmark Level

#### **Support Learning**

#### • Periodic

- ID standards our students struggle to master
- For immediate faculty & program improvement

#### **Certify Learning**

- Periodic
- Evaluate program effectiveness: decide to continue or discontinue a particular program



### **Annual Testing**

#### **Support Learning**

#### • Once a year

- ID standards student struggle to master
- Improve program next year

#### **Certify Learning**

- Once a year
- To hold schools accountable for learning



# A REVOLUTION IN ASSESSMENT DYNAMICS:

If assessment isn't working effectively day to day in the classroom during the learning—if poor decisions are being made based on misinformation due to inept assessment—the other levels of assessment can't overcome the dire consequences for the learner.

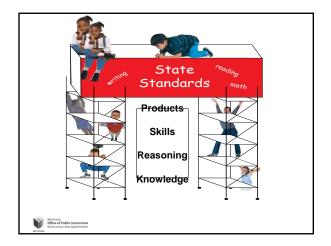


ACCURATE	EFFECTIVE USE
PURPOSE	
TARGET  William State Control of the	

#### **CLEAR LEARNING TARGETS**

- Start with high-quality state standards
- Organized in learning progressions
- Deconstruct into scaffolding leading to each standard (local curriculum maps)

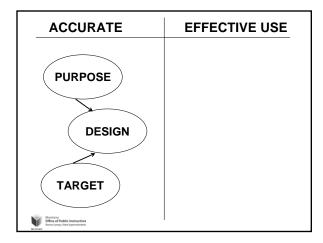




#### **CLEAR LEARNING TARGETS**

- Start with state standards
- In appropriate order--learning progressions
- Each deconstruct into scaffolding (local curriculum maps)
- Transformed into student-friendly versions





#### **DESIGN FEATURES**

Select a proper method



# AVAILABLE ASSESSMENT METHODS

- Selected Response
- Written Response (Essay)
- Performance Assessment
- Direct Personal Interaction



#### **DESIGN FEATURES**

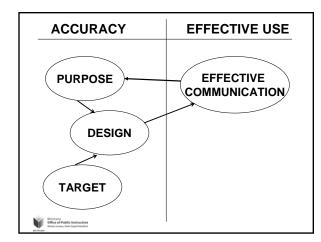
- Select a proper method
- Built of quality ingredients
- Sample appropriately
- Prevent bias



### Possible student roles in design:

- Participate in developing studentfriendly learning targets
- Practice turning learning targets into assessment tasks
- Participate in developing studentfriendly scoring rubrics
- Process the results of practice assessments





### **Universal Requirements**

- Standards-based mission
- Differentiated assessment purposes
- Appropriate learning targets
- Quality assessments
- DIFFERENTIATED COMMUNICATION



#### Keys to Effective REPORTING:

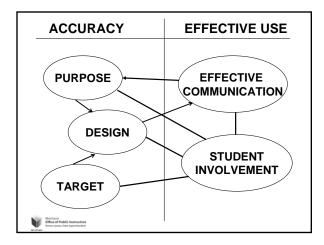
- Shared understanding of learning targets
- Evidence of learning is accurate
- Evidence is summarized appropriately if necessary (consistent and public)
- Meaning of summary symbols is clear
- Timed to meet audience needs
- Appropriate level of detail
- Unintended consequences & negative side effects anticipated



#### Using feedback to SUPPORT learning:

- Learner understands target from outset
- Describe practice work to the learner during the learning—don't judge it
- Direct student's attention to student's work
- Focus on strengths & needed improvements
- Help learner see growth over time
- Link to partial understanding & expand it
- Limit correctives to amt. learner can act on
- Judge sufficiency (that is, assign grades) only when essential





With accelerating technical & social complexity, LIFELONG LEARNING SKILLS BECOME ESSENTIAL



### Without question,

- Reading comprehension
- Ability to write effectively
- Math problem solving
- Living in a digital world HAVE BECOME KEYS TO SURVIVAL...



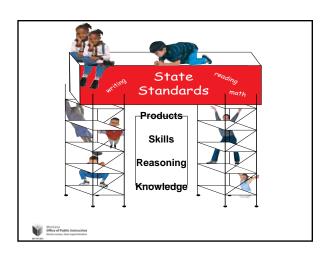
Schools that merely sort on academics no longer meets our society's education needs...



### A NEW MISSION:

- All students must hit the academic targets—not just a few at the top of the rank order
- And learn to take responsibility for their own learning





### **KEYS TO SUCCESS?**

- Locate each student on the scaffolding and inform them
- Establish the value of the next target in the learner's mind
- Make it appear reachable to them (that is, PROMOTE HOPE)
- Show them themselves reaching it (SUCCESS ALWAYS MOTIVATES)



# IF ALL STUDENTS ARE TO MEET STANDARDS,

- ALL STUDENTS MUST BELIEVE THEY CAN, SO THEY WILL TRY
- LOSING STREAKS & HOPELESSNESS NO LONGER CONTRIBUTE TO OUR MISSION

	Montana
M	Office of Public Instruction
w	Denise Juneau, State Superintendent

# THE KEY REVOLUTION IN ASSESSMENT DYNAMICS:

We must assess accurately, and use results effectively in order to make sure <u>students</u> react productively to the assessment results.



The <u>student's</u> emotional reaction to results will determine what that student does in response



# PRODUCTIVE RESPONSE TO ASSESSMENT RESULTS:

- I understand these results
- I know what I need to do next
- I'm OK
- I choose to keep trying

<b>6</b> 2460	Montana
N/I	Office of Public Instruction
w	Denine Iumano, State Superintender

# THE COUNTERPRODUCTIVE HOPELESS RESPONSE:

- I don't understand
- I have no idea what to do next
- I'm no good at this stuff anyway
- I give up

<b>1</b>	Montana
M	Office of Public Instruction
- 40	Denine Iumanu, State Superintendent

# A REVOLUTION IN ASSESSMENT DYNAMICS:

What STUDENTS think about and do with assessment results is as important as what adults think about and do with them...



Students get to make their databased instructional decisions first... Students decide: • Can I learn this or am I just too slow, dense...stupid? • Is the learning worth the energy I must expend to attain it? • Is trying to learn worth the risk that I might fail...again...in public? Students get to make their databased instructional decisions first if they make productive decisions, then we get to make our databased instructional decisions...

How can we help our students make the right decisions—the decisions that will lead to productive learning for them?



# ASSESSMENT FOR LEARNING:

Creating a Culture of Confidence



# **REQUIREMENTS:**

- Assess accurately &
- Use results effectively in order to
- Elicit a productive emotional reaction to the assessment results from the learner



### **Crucial Distinction:**

### **Assessment OF Learning:**

How much have our students learned in the past?

# **Assessment FOR Learning:**

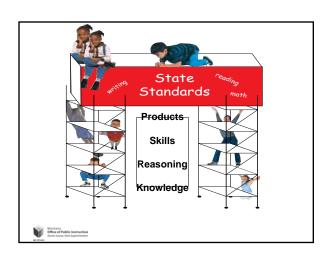
How can we help our students learn more in the future?



### Overview

	Assessment OF Learning	Assessment FOR Learning
Reason	Check status	Improve learning
To Inform	Others about students	Students about themselves
Focus	Standards	Scaffolding targets





# Teacher's Role in Assessment FOR Learning

- 1. Master each assigned standard
- 2. Deconstruct each into enabling targets
- 3. Transform into student-friendly version
- 4. Transform to accurate classroom assessments
- 5. Use those in collaboration with students to track growth—to promote winning streaks



# Assessment <u>FOR</u> Learning Applications:

- Student-Involved Classroom Assessment
- Student-Involved Record Keeping
- Student-Involved Communication



# To improve, students must:

- Know what good work looks like
- Compare their work to that standard
- Understand how to close gaps

Royce Sadler, Australia



#### ASSESSMENT COLLABORATIVE

#### **TEACHERS**

#### Make key decisions

#### • Define targets

- Provide models
- Assess
- Provide feedback
- Promote growth
- Judge sufficiency
- Gain self-efficacy

#### **STUDENTS**

- Make key decisions too
- Understand those targets
- Understand the models
- Self-assess
- Generate own feedback
- Understand growth
- Understand judgments
- Gain self-efficacy



# Self-Efficacy Prof. Albert Bandura Stanford University

Montana Office of Public Instruction

"A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability."



"In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities."



3 Ways to Develop Academic Self-Efficacy (in order of their power)

- Experiences learning success
- Sees others "like me" experiencing success
- Talk learners into believing they can succeed



Assessment FOR Learning: a GPS for student success

- Teacher maps the destination & the route
- Student follows way points
- School leader clears the way
- Policy maker assures resources for system dev & use

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